



Local Educational Agency Regional Training Federal Program Monitoring English Learner Program 2014–15



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Presentation Objectives

Participants will receive

- an overview of state and federal requirements for English learner (EL) programs
- guidance on typical documents local educational agencies (LEAs) can submit to demonstrate compliance with those requirements

Clarification

Questions and Answers



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Federal Program Monitoring

State and federal laws require the California Department of Education (CDE) to monitor EL Programs in LEAs through the Federal Program Monitoring (FPM) process.

The EL Program Instrument is used by CDE reviewers and by LEAs to monitor and self-monitor for state and federal requirements.



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English Learner Program

Established by federal and state laws including but not limited to:

- Both U.S. and California Constitutions
- Title VI of the Civil Rights Act of 1964
- Equal Educational Opportunities Act of 1974 (20 USC 1703[f])



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English Learner Program

(continued)

- Lau v. Nichols, in 1974
- Castañeda v. Pickard, in 1981
- Elementary Secondary Education Act (ESEA)
 - No Child Left Behind (NCLB), Part A, Title III
- California Education Code



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Castañeda v. Pickard

Dual obligation to ELs:

- Program to overcome language barriers (as quickly as possible)
- Provide access to same core curriculum and remedy any deficits incurred while learning English



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Three Prongs of Castañeda

Programs developed for ELs must:

- Be based on scientific research or sound educational theory
- Have adequate resources to fully implement the program
- Produce results that show the program is effective



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English Learner Instrument Onsite Review Items

All items in EL Instrument are reviewed



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English Learner Instrument Online Review Items

EL 2 Translation of Information for
Parents

EL 3 Private School Consultation
and Participation

EL 6 English Learner Identification
and Assessment

EL 7 Parent/Guardian Notifications

EL 10 Inventory



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English Learner Instrument Online Review Items (continued)

EL 11 Supplement Not Supplant
Title III and Economic Impact Aid-
Limited English Proficient (EIA-LEP)

EL 15 Teacher EL Authorization

EL 16 Professional Development
Specific to EL Program Implementation

EL 18 Parental Exception Waivers for
Alternative Program



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Dimension I — Involvement

- **EL 1** Parent Outreach and Involvement
- **EL 2** Translation of Information for Parents
- **EL 3** Private School Consultation and Participation
- **EL 4** English Learner Advisory Committee (ELAC)
- **EL 5** District English Learner Advisory Committee (DELAC)



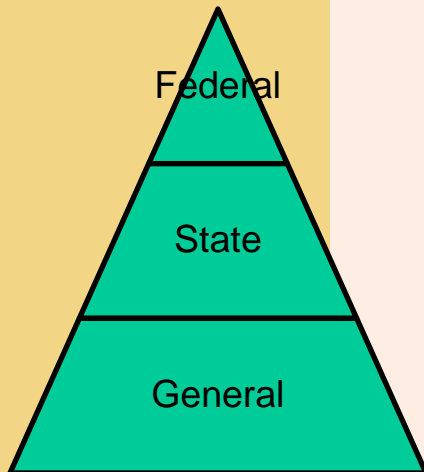
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Dimension I – Involvement

EL 1 Parent Outreach and Involvement

Title III

- Provide to ELs and their families
 - Community participation programs
 - Family literacy services
 - Parent outreach and training activities





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Dimension I – Involvement

EL 1 Parent Outreach and Involvement (continued)

Title III purpose

- Improve English language skills of children
- Assist parents so they can help their children with academic achievement



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Dimension I — Involvement

EL 2 Translation of Information for parents

- State law requires that translation of key be provided when 15% or more of a school population speak a language other than English
- Federal law requires that translation of key educational documents be provided in a language that is understood by the parent



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Dimension I — Involvement

EL 3 Private School Consultation and Participation

- Title III requires there be full consultation with the private schools in the LEA jurisdiction
- The LEA establishes an MOU for services, materials and product based on the consultation with the private school



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Dimension I — Involvement

EL 4 ELAC and EL 5 DELAC

- For LEAs with EIA – LEP carry-over, this will be reviewed
- For LEAs without EIA – LEP carry-over, we defer to EC 62002.5 which still requires ELAC and DELAC and is under legal review



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Dimension II – Governance and Administration

- **EL 6** English Learner Identification and Assessment
- **EL 7** Parent/Guardian Notifications
- **EL 8** Implementation, Monitoring and Revision of LEA Plan
- **EL 9** EL Program Inclusion in the Development of the Single Plan for Student Achievement (SPSA) by School Site Council
- **EL 10** Inventory



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Dimension II – Governance and Administration

EL 6 English Learner Identification and Assessment

- The LEA uses a Home Language Survey consistently
- Initial CELDT is administered within 30 days of enrollment
- Student is identified as EL or Initially Fluent English Proficient (IFEP)



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Dimension II – Governance and Administration

EL 7 Parent/Guardian Notifications

- Parent notification of assessment results/designation/placement
- Notification of level, options, and exit criteria
- ELs with Individualized Education Program (IEP)—how program will meet the objectives of IEP



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Dimension II — Governance and Administration

EL 7 Parent/Guardian Notifications (Continued)

- Annual CELDT assessment within the testing window
- Notification of results within time frame
- Annual testing of all ELs including those with IEPs



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Dimension II – Governance and Administration

EL 8 Implementation, Monitoring and Revision of LEA Plan

- Annual update of activities
 - Tied to needs assessment/evaluation
- Budget is included for activities
- Ensure they are Supplemental activities
 - Required
 - Allowable



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Dimension II – Governance and Administration

EL 10 Inventory

- For State funds and Title III
- Equipment \$500 or more per unit
- All components in inventory
- Inventory check



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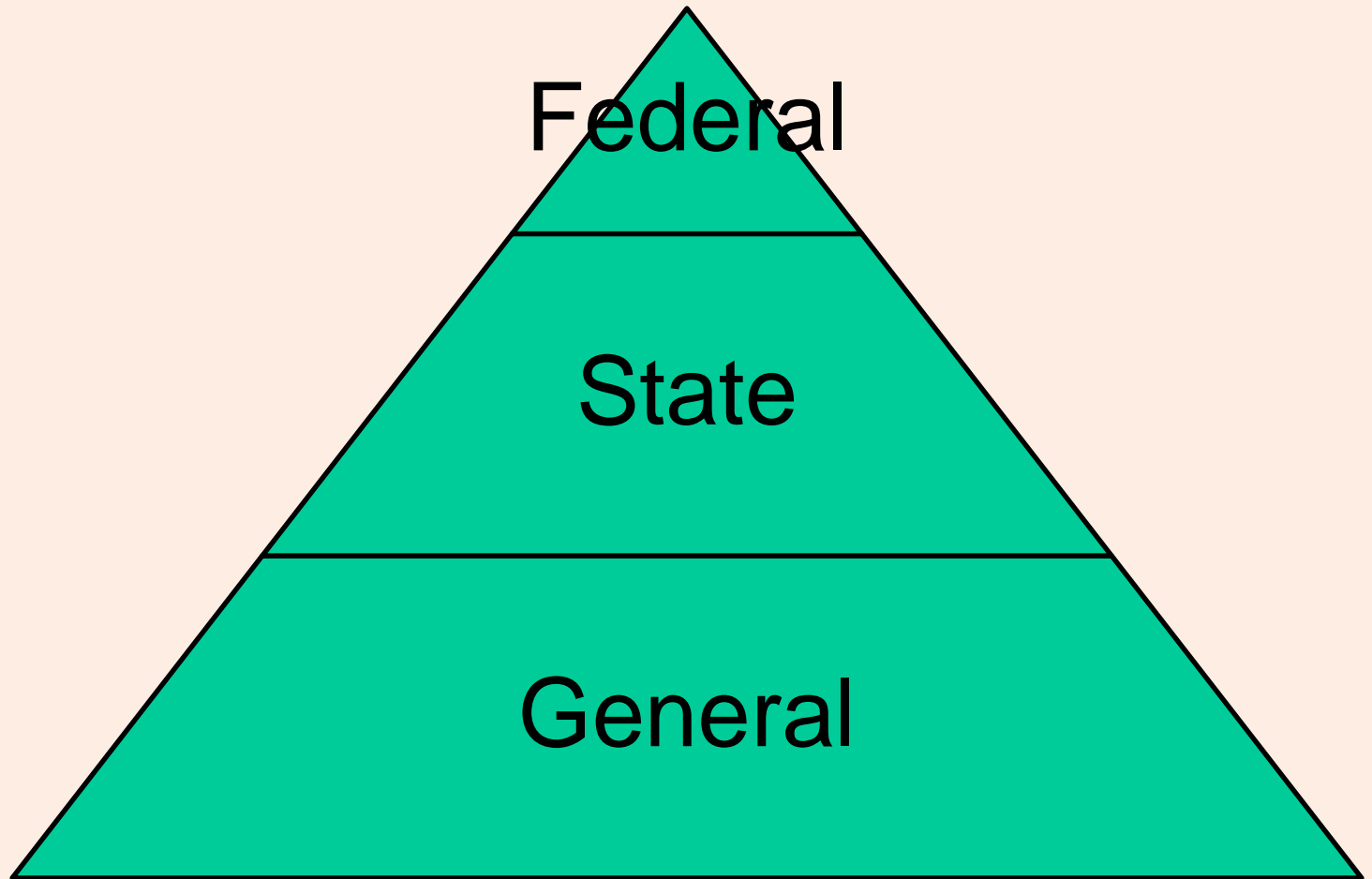
Dimension III — Funding

- **EL 11** Supplement Not Supplant: Title III and EIA-LEP (carryover) Funds
- **EL 12** Time Accounting Requirements



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Funding and Program





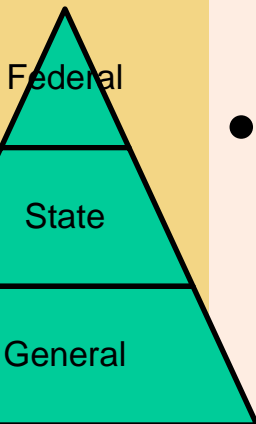
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Dimension III — Funding

EL 11 Supplement not supplant

There must be sufficient funds to implement the EL program

- General funds for EL program
- English language acquisition and access to curriculum are required
- EL program is not contingent on categorical funds





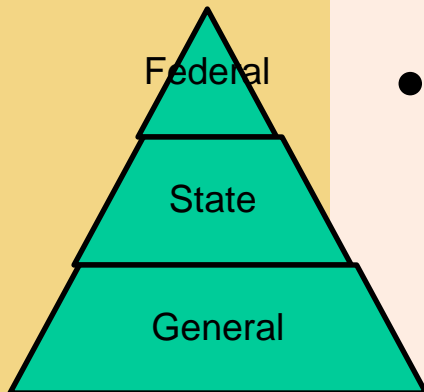
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Dimension III – Funding

Title III Funding

LEA may use Federal funding to:

- Augment English proficiency and academic achievement
- Provide Professional Development
– Sufficient intensity and duration
- Development of new language instructional programs (supplemental to state required programs)





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Dimension III — Funding

Title III Funding

- Is granted to LEA
- It is not necessary to distribute to sites
- No less than 98 percent of Title III apportionments is used for direct services to EL students
- Only 2% may be used for indirect and administrative costs

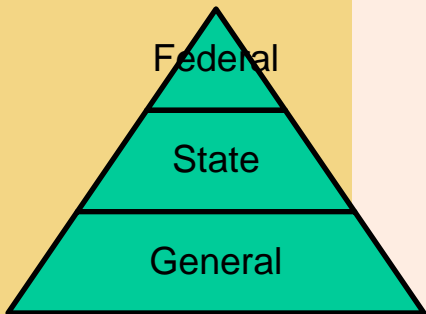


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Dimension III — Funding

EL 12 Time Accounting Requirements

- Multi funded employees complete a Personnel Activity report (PAR) each pay period (Title III plus any other funding source)
- Single Cost objective (Title III) employees complete a semiannual certification





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Dimension IV — Standards, Assessment, and Accountability

- **EL 13** Evaluation of English Learner Program Effectiveness
- **EL 14** Reclassification



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Dimension IV — Standards, Assessment, Accountability

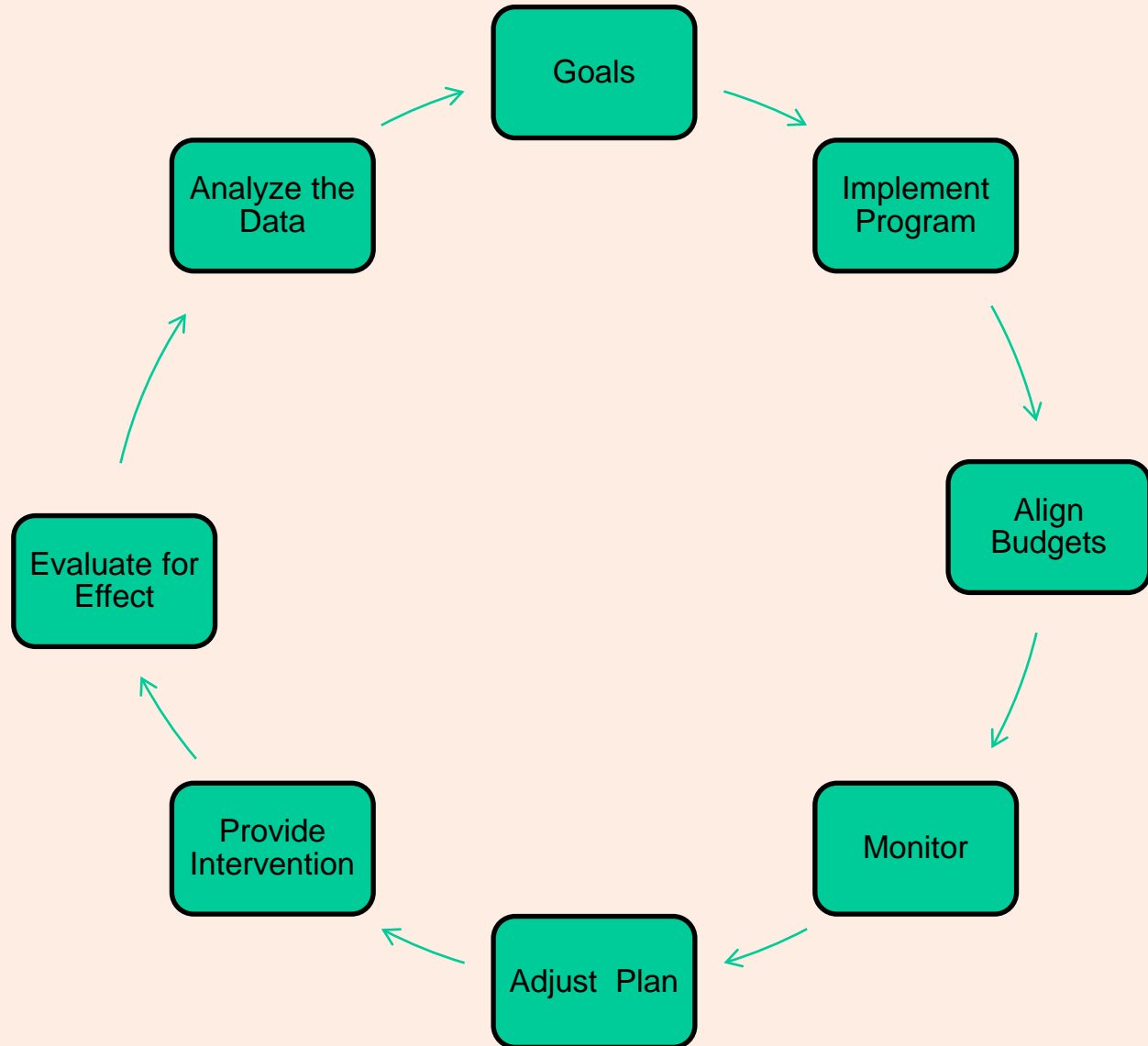
EL 13 Evaluation of English Learner Program Effectiveness

- Analysis of English proficiency and grade level academic achievement of ELs to determine:
 - Program effectiveness in helping ELs gain English proficiency
 - Program effectiveness in EL academic achievement
 - Identify necessary program modifications per the data analysis



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Annual Program Evaluation Cycle





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Dimension IV – Standards, Assessment, Accountability

EL 14 Reclassification

- Is consistently implemented across the LEA
 - Uses the LEA measures and criteria
- Contains at least the following:
 - Assessment of English Language Proficiency (CELDT)
 - Comparison of performance in basic skills
 - Teacher Evaluation (not opinion or recommendation)
 - Parent Consultation (during the reclassification process)



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Dimension IV – Standards, Assessment, Accountability

EL 14 Reclassification (continued)

Pupil permanent record must contain LEA level tools to document:

- Student met language and academic performance assessments based on LEA criteria
- Identify the participants in the decision in the reclassification process
- Student met LEA criteria



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Dimension IV — Standards, Assessment, Accountability

EL 14 Reclassification (continued)

LEA monitors for at least two years:

- Progress of academic performance
- Provides additional academic support, to ensure recuperation of any academic deficits incurred
- To insure students exit the EL subgroup (result proficient three times in basic skills)



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Dimension V — Staffing and Professional Development

- **EL 15** Teacher EL Authorization
- **EL 16** Professional Development Specific to EL Program Implementation



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Dimension V – Staffing and Professional Development

EL 16 Professional Development Specific to EL Program Implementation

- Professional development for classroom teachers, principals, administrators, and other school or community-based personnel that is research-based and designed to:

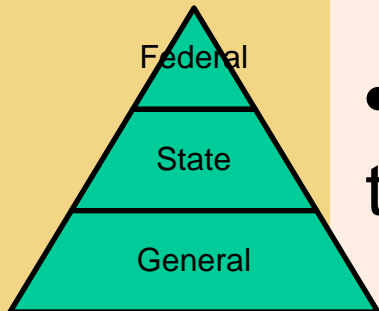


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Dimension V — Staffing and Professional Development

EL 16 Professional Development Specific to EL Program Implementation

- Improve instruction and assessment
- Enhance professional knowledge
- Be based on an identified need
- Be of sufficient intensity and duration
- Produce positive long-lasting impacts on teacher performance in the classroom





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Dimension VI – Opportunity and Equal Educational Access

- **EL 17** Appropriate Student Placement
- **EL 18** Parental Exception Waivers for Alternative Program



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Dimension VI – Opportunity and Equal Educational Access

EL 17 Appropriate Student Placement

- Structured English Immersion (SEI)
 - For students with less than the LEA defined “reasonable fluency”
- English Language Mainstream (ELM)
 - For students that meet the LEA defined “reasonable fluency” criteria
- Alternative Program
 - For students with approved waivers



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Dimension VI – Opportunity and Equal Educational Access

EL 18 Parental Exception Waivers for Alternative Program

- Process to inform parents of all program options
- Process to waive right to English language classroom placement
- Alternative program description(s)
- Process to approve/deny waivers
- Process for parents to appeal denials



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Dimension VII – Teaching and Learning

- **EL 19** ELD
- **EL 20** Access to Core Subject Matter



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Dimension VII – Teaching and Learning

EL 19 ELD

Every English learner receives a program of English language development



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Dimension VII – Teaching and Learning

EL 20 Access to Core Academic instruction that allows ELs to:

- Have meaningful participation in curriculum (especially in courses required for promotion or graduation)
- Meet grade level expectations
- Prevent academic deficits
- Develop English proficiency in core content



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Resources

See Handout



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QUESTIONS

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